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ABSTRACT

This 5-year report documents the establishment of a dissemination network to provide educational research materials to Texas educators. Originally supported by an NIE grant and now fully state supported, the system is accomplishing its four basic objectives: identification of information needs, expansion of the quantity and scope of available resources, establishment and maintenance of a linkage system between source and user, and coordination of existing educational resources. The report presents an historical narrative of progress, by year, in the areas of awareness and training activities, identification of information needs, coordination with other dissemination activities, strengthening the resource center base, CITE information services, and evaluation. (PAM)

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FINAL REPORT ON PROJECT CITE

Submitted by

the

Texas Education Agency

October 1980

This report, covering the five years of operation beginning September 1, 1975, and ending August 31, 1980, completes the requirements for reporting under National Institute of Education Grant G-75-0019.

IR009169

ABSTRACT OF FINAL REPORT

PROJECT CITE

TEXAS EDUCATION AGENCY

Project CITE, Coordinating Information for Texas Educators, began in 1975, as a five-year effort to develop a comprehensive state dissemination system, which, with the end of NIE funding, would be continued by the Texas Education Agency. That aim was accomplished.

Four broad objectives provided direction for development of the system:

- Improving the identification of information needs of Texas educators,
- Expanding the quantity and scope of the information resources to meet those needs,
- Strengthening the mechanism for linking Texas educators to those information resources,
- Developing strategies for coordinating existing sources of information so that all educators in the state would have easy access to them.

CITE is administered by the Division of Dissemination of the TEA. However, services are carried out through the state's twenty education service centers. A consultant in each serves as the CITE contact, the person who links the teacher or administrator with the centralized information resource base (CITE Resource Center) in Austin. No NIE funds were used to support these linkers. State responsibilities for CITE include operating the resource base and providing training for linkers.

With a state coordinator funded through the project, mechanisms were set up which brought together diverse dissemination programs. By the end of the NIE project in August 1980, the CITE Resource Center, the network of state validated Demonstration Programs for School Improvement, and the facilitator project of the National Diffusion Network were all components of a comprehensive dissemination system. Information concerning validated state and NDN programs is now part of the resource base and included in responses to questions from Texas educators.

Before NIE support provided for expansion and improvement in the resource base and its operation, fewer than 500 information searches had been conducted in any single year. In the final year of NIE funding, over 2,500 searches were processed. Evaluative data indicate that the information provided to teachers and others was used in such ways as "in the classroom," "in program planning," and "in administrative planning." Two comments from users, representative of numerous others, sum up their perception of CITE effectiveness: "Planning for change would be impossible without this service"; "It is difficult to believe that a school district could do without this service."

The Texas Education Agency responded to such evaluative data by deciding to maintain all components of Project CITE despite the termination of NIE funds, the final proof that NIE's capacity building program produced results in Texas.

FINAL REPORT
Project CITE
Texas Education Agency
October 1980

Funded initially in 1975, Project CITE (Coordinating Information for Texas Educators) has now completed its fifth and final year under the National Institute of Education program for building state dissemination capacity. From its inception CITE was designed as a five-year effort to develop a comprehensive statewide dissemination system, which, with the end of NIE fiscal support, would be firmly in place as an established service of the Texas Education Agency (TEA). That aim was accomplished.

Background

Planning the Texas dissemination system was based upon six premises:

- Dissemination encompasses a whole range of strategies and activities from spreading the word to assisting schools to implement new ideas; thus a comprehensive system would include four levels of activities--spread, exchange, choice, and implementation.
- The ultimate purpose of a dissemination system is educational improvement, helping schools to do a better job.
- A dissemination system must be based upon a foundation of information from theory and best practice.
- Efforts of the system must be constantly evaluated and the data used in further development.
- A dissemination system must be built to the extent possible upon organizational structures and staff already in place.
- A dissemination system must be built in small increments, step by step, over a period of time.

The context in which CITE was planned and developed included a statewide network of twenty regional education service centers, each with a staff of consultants working with schools within its geographic area. In addition, there was also a state information storage and retrieval service which had been funded by the U.S. Office of Education in the early 70s as a support component for the teacher centers then getting underway. By 1975, the Texas Information Service (TIS) was available to serve from its limited resource base both teacher center personnel and other educators. However, the major service provided was bibliographic information from ERIC files. There was little coordination between TIS and other dissemination programs such as (1) the network of state validated programs, then named Demonstration Schools in Individualized Instruction (DSII), a joint project of the TEA and the state's regional education service centers which had been in operation for some five years; (2) the state facilitator project funded by the U.S. Office of Education, which was also being implemented through the service centers; and (3) other regional, state, and federal program networks, the National Bilingual Dissemination Network, for example.

Four broad objectives provided direction for development of the state dissemination system:

- Improving the identification of information needs of Texas educators,
- Expanding the quantity and scope of the information resources available to meet those needs,
- Strengthening the mechanism for linking Texas educators to those information resources,
- Developing strategies and procedures for coordinating existing sources of information so that all educators in the state would have easy access to them.

Each year of the five-year project was planned to move CITE closer to attainment of those objectives.

Organization

CITE is a project of the Division of Dissemination at the Texas Education Agency. From 1975 to 1979, this division was an organizational unit within the Office of the Commissioner of Education. (Currently the division is under the Assistant Deputy Commissioner for Program Administration and Finance.) Considered a staff service unit, the division is responsible for the Agency's communication program, both internal and external; the network of state validated Demonstration Programs for School Improvement; the state facilitator project under the National Diffusion Network (NDN); dissemination of Title IV and some other Federal programs; and the Agency's publication program.

In 1975, dissemination personnel consisted of a director, public information officer, coordinator of the network, two consultants, an educational writer, a staff services assistant, and two secretaries. With NIE funding of the CITE capacity building project, one full-time professional staff member and one full-time support staff member were added to the division. Support from NIE for the professional staff member was decreased until by the final year of the project other funds paid the salary for this position.

Administrative responsibility for CITE was assigned to the division director, who reported to the Associate Commissioner for Policy and Services, who in turn reported to the Commissioner. Thus, from the earliest days of CITE, the Commissioner of Education was fully informed about the project and deeply committed to its concepts and operation. The division director is still administrative head of CITE.

Supervision of CITE has always been under a coordinator assigned full-time to the dissemination system operation. He reports to the division director. Day by day operation of the CITE Information Resource Center is the responsibility of an on-site manager. In addition, the resource center staff in 1975 consisted of two searchers and a secretary. Three additional staff members were added during the developmental period. Although the resource center is operated under a sub-contract to Region XIII Education Service Center, located in Austin, one of the state's twenty regional centers, all program decisions for the resource center are made by the CITE state staff at the Texas Education Agency. The regional center staff handles fiscal matters only.

CITE services are carried out through the twenty regional service centers. One consultant in each of the centers who works with schools has been named by the executive director to serve as the CITE contact. Requests for information are relayed through this person to the CITE center in Austin. In turn, packets of information responding to the request are frequently hand carried to the requestor by this staff member, who may also assist in use of the data. In a number of centers, the CITE contact person also serves as the contact for the state demonstration programs network and as the regional facilitator for the NDN project. In other centers two or three people may share these responsibilities. Involvement of the service centers in the dissemination system has contributed significantly to its development. Not only have staff members worked in the system at no cost to the project, but effectiveness of services has been multiplied as these people have been available close to the schools.

State responsibilities for CITE include operating the centralized resource base; coordinating various dissemination programs; providing for training for contact people; developing statewide awareness of the project and its services; and, in cooperation with the centers, evaluating the project. In short, leadership is a state responsibility.

ACTIVITIES AND RESULTS BY YEAR

1975-76

In the first year of CITE operation, ten Texas education service centers participated in development of the comprehensive dissemination system. In each, a consultant served as the CITE contact, the person who would link teachers and other educators in the region to the centralized resource base in Austin.

Awareness And Training Activities

Early efforts of the project focused on (1) developing linkers' awareness of the CITE information storage and retrieval center--its resources, services, request forms and procedures; (2) expanding linker knowledge of other dissemination activities underway, such as the demonstration schools network and the Concerns Based Adoption Model at the University of Texas; and (3) securing suggestions from the linkers about information needs and ways the project could best meet those needs. Among activities to accomplish these aims were a two-day workshop for linkers in Austin in the fall and a one-day session in the spring.

One direct result of the first workshop was development by the CITE coordinator and a service center linker of a series of transparencies for use with an overhead projector, along with a set of suggestions for using

the visuals. The material explained the project and how its services were available. Each of the centers was given a set of the transparencies and suggestions. During the first ninety days the material was in the centers, it was used twenty-nine times with teachers and other educators. Use continued as the linkers sought to build awareness of CITE in their regions.

Efforts to acquaint Texas Education Agency staff with CITE were begun early in the fall with a series of briefings for various divisions. Reports on CITE services and activities to the top Agency management groups--the Commissioners Coordinating Council and the Executive Planning Committee--provided an effective awareness activity. These reports have continued on a regular basis as have periodic articles about CITE in the Agency internal newsletter.

Other awareness activities included development, at no expense to NIE, of a newsletter on CITE and its services. In addition to Agency distribution, some fifty copies of InCITE were sent to each of the ten center linkers for area distribution. This procedure worked well during the first two years of the project. By the third year, with coordination of dissemination moving closer to reality, the state staff assumed responsibility not only for producing the newsletter but also for distributing it to all 1,069 school districts in the state. Multiple copies continued to be sent to linkers. A CITE brochure was also developed and widely distributed. Periodically updated, it is still used throughout the state. Other activities to tell educators about CITE initiated in the first year and continued in subsequent years included presentations before professional groups. Approximately ten such presentations were made each year of the project by state staff and regional linkers.

Identification Of Information Needs

Early in the first year, each of the participating regional centers was visited either by the CITE director or coordinator to acquaint the staff with the project and to seek opinions on how it might serve regional needs. Special attention was focused at these meetings--some held with all center consultants and administrators present--on identification of information needs.

CITE responded to these needs in two ways: first, by strengthening resource center holdings in identified areas; and second, by producing prepackaged information which service center linkers could deliver in person. An early packet developed on the basis of identified information needs focused on teacher evaluation. Although some progress was achieved in identifying information needs, the CITE staff continued to feel more work was necessary in this area.

In exploring ways to further strengthen CITE, five education service centers participated in mini projects. The most useful product emerging from these efforts was a mediated needs assessment kit (Your Teaching/Learning Environment) for use with teachers. The kit helps them determine their own information needs and provides alternative approaches to filling those needs, including use of the CITE system. In the fall of 1976, copies of the slide/tape, script, and teacher workbooks from the kit were reproduced by CITE and given to each of the twenty centers.

Coordination

Developing coordination between the CITE information service and other dissemination activities was also of prime concern. In the fall of 1975, a task force composed of TEA staff from various programs was appointed to meet under the leadership of the CITE director and the coordinator. Work of the group included developing a common understanding of dissemination, identification of dissemination efforts underway across the Agency, and setting up communication channels and mechanisms for cooperative planning. A number of meetings were held with the full group and with individual members.

Progress was slower than had been anticipated because of the diverse views of what constituted dissemination and because some staff feared that coordinating their programs with others meant losing some control. However, with the firm commitment of Agency top management to development of a coordinated dissemination system, and with increased understanding that coordination does not imply centralization, lines of communication were established. By the end of the first year, programs once viewed as completely independent were being planned, to some extent, in cooperation with others. Subsequent years of the project have seen an acceleration of this trend.

For example, closer coordination of CITE and Title IV dissemination efforts was brought about as the CITE director and coordinator expanded their regular reports to the Title IV Advisory Council and staff and these groups became more involved.

Resource Base

Strengthening the resource center base has been a major task throughout the years. An early job was to develop more systematic procedures for formatting, storing, indexing, and retrieving materials. This was accomplished through a subcontract. In addition, the base itself was expanded as a result of identification of information needs. Program descriptions and curriculum guides were frequently mentioned as materials desired. Not only were descriptions of effective programs from the NDN and the Texas demonstration schools network made available through the resource center, but procedures for identifying successful regional programs and gathering information about them were also instituted. A system for collecting curriculum guides was developed.

Once limited to ERIC bibliographies, the response now included such additional materials as copies of journal articles, reports, curriculum guides; descriptions of effective Texas and national programs; information from TEA and other publications; bibliographies in addition to ERIC; listings of human resources and other items.

In seeking ways that CITE could respond to what appeared to be an ever-increasing number of requests for searches, the staff developed "ready references." These prepackaged materials were prepared when requests for the same general information showed up repeatedly. These detailed searches--the ready references--covered such topics as School Board Policy Making, Twelfth Grade Options, School Learning Centers, and Gifted and Talented--General Information. Copies of

these materials were distributed to the CITE linkers for center libraries and were used to fill requests for general information on these topics. Ready references are one way to make a scarce resource--searcher time--go further.

CITE Information Services

CITE services increased in quantity as well as scope and quality during the first year. In 1974-75, before CITE was NIE funded, the Texas Information Service had responded to 468 requests for searches. In 1975-76, the first year of CITE operation, 1,587 requests were filled, an increase of approximately 200 percent.

Growth in CITE was a direct result of the NIE capacity building program. NIE funds made it possible to begin to pull together dissemination efforts in Texas through the addition of a project coordinator and secretary, to increase awareness activities for those services, to respond to more requests through the addition of two searchers, and to improve the quality of the search responses.

Evaluation

Concern for evaluation during the first year led to thorough study of procedures for responding to requests and securing input from linkers. In addition, a form was developed for use by those requesting information searches. This form, mailed with the response, allowed users of CITE to indicate whether or not the information appeared to meet their needs. Although their return was somewhat limited, data did provide some guidance to staff in strengthening services.

At the end of the first full year of operation, a system was in place in ten of the state's service centers for linking teachers and other educators to the CITE resource base. Steps had also been taken toward coordination of dissemination activities. The major problem encountered had been lack of time and personnel to do all that the CITE staff wanted to do.

1976-1977

In 1976-77, CITE services were made available statewide with the participation of the remaining ten education service centers.

Awareness And Training

Again, special efforts were focused upon building awareness of the project and skills in its use among the center linkers new to CITE, while maintaining a high level of operations within the regions participating the year before.

A training session was held in Austin early in the fall of 1976. The CITE coordinator again visited all centers during the year. Awareness activities such as distribution of the newsletter and brochure and making presentations before professional groups continued and expanded.

In efforts to strengthen CITE services, the search staff was involved in special training activities, including work with a consultant from RISE. Searchers also initiated a series of meetings with the center linkers whom they served. This activity was especially successful as it improved linker understanding of search techniques and difficulties and CITE staff knowledge of center and school operation and needs.

Identification Of Information Needs

Activities to determine information needs continued. The mediated needs assessment kit developed and distributed to all centers provided considerable help. While use of the kit varied from region to region, a number of centers conducted workshops for teachers throughout their areas. The state staff, too, found the material helpful as they held awareness meetings or conducted workshops on information needs.

Coordination

At the Texas Education Agency, coordination moved a step closer to reality as administrative management of the demonstration schools network was assigned to the CITE coordinator. At the same time, the Agency's dissemination task force continued to work toward more interdepartmental cooperation. Further progress toward coordination was achieved when the executive directors of the state's twenty service centers requested the CITE state staff to apply for the NDN facilitator project. This was accomplished. Although day by day operation of the NDN project was carried out through each service center under subcontract to the Agency, state responsibility was handled by the CITE coordinator. Additional coordination between CITE operation and the NDN project was brought about at the regional level as a number of CITE linkers also served as the regional facilitators.

Resource Base

The CITE resource center base was strengthened when an additional searcher was added to the staff, increasing the total to seven. Holdings continued to expand to meet identified needs.

CITE Information Services

During 1976-77, some 2,147 individual requests for information were filled, an increase of 560 searches over the previous year.

Based upon identification by centers of regional information needs, six minipackets were developed by the resource center staff: (1) Learning Centers, (2) Proposal Writing, (3) Curriculum Planning, (4) Teaching the Disadvantaged, (5) Using Games/Simulations, and (6) Guidance in Small Schools. Two ready references--one on equal educational opportunities for women and another on futures, forecasts, and change--were also prepared. Copies of each minipacket were distributed to CITE linkers for use in workshops with teachers and administrators. Ready references were available upon request.

Evaluation

A desire to improve evaluation in the second year led to development of a two-card system for gathering data about responses to search requests. Replacing the form used in the previous year, a card asking for information readily available upon receipt of a search (did it arrive in time?) was now included with each response. The level of return of cards was about 30 percent, an increase of 20 percent over the previous year. Information indicated satisfaction with the response. For example, better than 94 percent reported that a quick scan of the material indicated that it was relevant to the topic requested. Follow-up of negative reaction was initiated. Important as information about receipt of material is, however, CITE sought additional data through a second card mailed to those returning the first. Fifty-eight percent of those receiving the follow-up card returned it. Over 96 percent

reported that they used the information, with the majority indicating that they used it "much." Major areas of use included "in the classroom," "in program planning," "in inservice planning," and "in administrative planning." Comments on cards gave further insight into effectiveness of the response. For example, one administrator wrote that the material had been "extremely useful in helping me gain a better understanding of various subjects that relate to my role as principal."

With the growing demand for services during this second year, it became increasingly clear that CITE must continue to seek ways to respond to requests in more time-efficient ways.

1977-78

With the dissemination system in place in all twenty regions of the state, third year activities were targeted toward strengthening the training of CITE linkers and expanding the resource base.

Awareness And Training Activities

Posters publicizing CITE resource center services and methods for using them were produced for use in Texas elementary and secondary school buildings. Distribution was made through the linkers. In addition to describing CITE services, each poster listed the name and phone number of the linker in the regional education service center.

Other awareness activities, such as visits to centers by state staff and presentations for professional groups continued, along with teacher workshops in which the mediated needs assessment kit was used. A revised project newsletter was published and distributed to all schools. Unlike the earlier

InCITE, which had focused almost exclusively on the information resource center, the expanded newsletter included information about two other major dissemination projects: the state demonstration schools network and the National Diffusion Network. Especially effective this year in building awareness of CITE was an article published in the journal of the state's largest professional association, which reached approximately 120,000 teachers.

Early in the third year, at the request of the linkers, a small task force was named to work with the CITE coordinator in identifying training needs. Work of this group resulted in a workshop in Dallas. Cosponsors with CITE were the Regional Exchange of the Southwest Educational Development Laboratory (Rx) and the Technical Assistance Brokerage Project (TAB) of the U.S. Office of Education. The two-day session for CITE linkers and other dissemination contact people was conducted by a team of process specialists from the Northwest Regional Laboratory. Identification of the need for training in four areas--communications, information utilization, evaluation, and the change process--emerged from the workshop. With help from a consultant made available to CITE by the Technical Assistance component of the NTS evaluation contract, a long-range plan to meet these needs was drawn up. In December 1977, a one-day workshop for contact staff on CITE resources, services, and procedures was held in Austin. Early in the summer of 1978, again with financial support from the Rx and TAB, a workshop on the Concerns Based Adoption Model was held in Austin for CITE linkers. Later, in the fourth year of the project, the series of visuals from the workshop was made available to each CITE linker for use with teacher groups.

Coordination

In addition to efforts to enhance coordination through the expanded newsletter, steps were taken to broaden the focus of the demonstration schools network. In response to a request from the Texas Education Agency deputy commissioner for programs, the network steering committee redirected the project from programs in individualized instruction to a variety of programs, including both instruction and administration. The CITE coordinator began to work with staff in the Title I unit of the Agency to develop a network component featuring compensatory programs for the disadvantaged. Later, this work was expanded to include other Agency units, such as the foreign language and the gifted and talented sections.

Resource Base

A half-time searcher was added as the CITE resource center expanded to fill requests for information from other states served by the Rx project: Arkansas, Louisiana, Oklahoma, and New Mexico. (Mississippi was added to the list later.) Also, holdings were improved with special emphasis upon coordination of CITE resources with those in the Texas Education Agency library. As requests for special education searches had multiplied, resources in this area were of particular importance.

CITE Information Services

Requests for searches continued to increase in the third year, reaching a total of 2,463. Two prepackaged packets of information were produced by the CITE resource center staff in response to needs identified by the linkers: The Principal as Instructional Leader and Developing an Individualized Education Plan (IEP). Again, multiple copies were sent

to the CITE contact people for distribution. Reports of the packets were featured in InCITE and readers were invited to make requests. In addition, five information packets to assist vocational educators in planning proposals for special funding were developed with assistance from the Agency vocational staff. Distribution was made through the Department of Occupational Education and Technology.

Evaluation

By this time, the two-card system for securing data on search responses was firmly in place, with a 36 percent return rate for the first card achieved. Users continued to indicate satisfaction with the information received. Data on the second card also showed that approximately 25 percent of these users were classroom teachers, 36 percent administrators, and 30 percent regional service center staff members. State department of education staff and other educators made up the remaining 9 percent. These percentages remained relatively constant throughout the project, except when special efforts to target awareness materials were made. These indications disturbed the CITE staff. On one hand, there was a desire to reach every teacher in the state with information about the service. On the other, there was recognition that, as a practical objective, this was an impossibility. Searcher time was simply too limited and budget constraints too rigid. Ways had to be found to serve more teachers without expanding the number of search responses. Perhaps reaching those who reached teachers would be a more effective objective. Information on cards indicated that each search was shared with an average of eleven other people. Extrapolating from this figure, it appears that approximately 27,000 educators probably benefited from CITE searches during the year.

1978-79

Improving the quality of CITE services and the efficiency of CITE procedures continued to highlight objectives in the fourth year.

Awareness And Training Activities

Activities such as the publication of InCITE, visits to centers by the CITE director and the coordinator, presentations to professional groups, and workshops on CITE services were still key elements in the awareness program.

Of special importance this year was the annual workshop for the CITE linkers held in Austin. A manual on the resource center--its history, procedures, services--prepared by the staff with assistance from the SEDL Regional Exchange was given to each contact person. Time was also devoted to a detailed briefing on its contents. The manual, which is updated regularly, has been an effective tool in strengthening training.

Identification Of Information Needs

Two activities were initiated to strengthen identification of information needs: First, the project newsletter, InCITE, added a special section for gathering data about needs. While response to the invitation to specify "my most pressing information needs at this time---" and to mail the "coupon" to the resource center was somewhat limited, data received were useful to the staff. A second strategy involved two "User Input Seminars." These sessions had two purposes: to gather data for improvement of CITE services, and to identify information needs. Limited to no more than fifteen participants, the seminars brought together teachers, principals, other

administrators, service center staff, and teacher educators. Also present to facilitate discussion were the CITE coordinator and a staff member from the CITE resource center. The seminars encouraged participants to voice opinions of CITE services, with emphasis upon search responses--format, contents, timing, ease of use, and actual use. Participants also discussed prepackaged materials, again with focus on content, format, and distribution. Participants agreed to serve as a review panel for future prepackaged materials, a particularly helpful result of the meetings.

Coordination

Coordination of dissemination activities moved toward full realization with the first validation of programs in a broad range of disciplines. Programs are validated by the steering committee for the Demonstration Programs for School Improvement network. The committee includes school district, service center, college and university, and Agency staff members. Under the leadership of the CITE coordinator, the Promises in Education conference, a biennial event, held in Lubbock in the spring of 1979, featured a number of these state validated programs, along with NDN programs. Eight hundred Texas educators attended program demonstrations. Additional information about both state and nationally validated programs was available through the CITE information service. Help with implementing any program in the schools was also offered through the linkers in the education service centers.

Two departments at the Agency were heavily involved in CITE activities during the year. The Department of Occupational Education and Technology staff worked with the CITE coordinator to develop ways in which vocational

programs might become a part of the CITE resource base. Also, the Department of Special Education cooperated in development of a CITE Guide to Resources. Additional efforts were made to reach teacher educators with information about CITE and its services. The coordinator was involved in a special project with one teacher education institution; presentations were made to groups of student teachers at another.

Resource Base

The staff developed procedures to improve search services by shortening turn-around time, by following up more quickly on any negative responses to searches, and by developing more systematic procedures for acquisitions. A number of quality control forms were produced, and holdings in the Agency resource center library were further expanded as information needs were identified. The resource center also served as a pilot site for the national promising practices file during this year.

CITE Information Services

A total of 2,240 individual search requests were filled in 1978-79. In addition, a prepackaged information packet, CITE Guide to Resources for Barrier Free Schools, was produced, using an expanded and improved format. Especially important in development of this guide was the cooperation of the Agency's Department of Special Education. Also involved was the Resource and Referral Service of the Research and Development Exchange project, which prepared a listing of associations offering special information or help in developing barrier free schools. Distribution of the packet was made through a general mailing to schools and to such targeted groups as special education coordinators. Agency special education staff found the packet useful in workshops. As always, multiple copies were sent to CITE linkers.

Evaluation

A consultant made available under the TAB project worked with the CITE resource center staff to strengthen evaluation forms and procedures.

Information on the two evaluation cards continued to indicate satisfaction with the service. It's interesting to note that the return rate for the first card improved dramatically during the year, averaging 48 percent. A new system for mailing out the follow-up card was devised. The card is now sent to every third requestor of information instead of just to those returning the first card. A return rate of 33 percent was reached. Users continued to check as "most useful material" copies of journal articles, ERIC bibliographies, and program descriptions. Comments similar to those received during previous years indicated the high degree of satisfaction with and benefits from the service. For example: The material is excellent--exactly suited to my purposes." "The material received will be of great service." "I am very thankful for the prompt efficient service." "The time management materials in this packet have been valuable to me and other administrators in Marshall ISD." "You have assisted us in solving problems and making recommendations to our Board of Education and the citizenry of the district on areas relating to school organization, classroom size, location of school buildings, size of school units, and other related areas." "Materials were a great source of research and background information that our curriculum writing team was in need of."

Despite CITE staff elation with such comments, success produced problems: limited staff and time compounded by increasing requests for searches. Seeking ways to serve more people without adding more staff continued to be a priority task.

1979-80

During the final year of NIE support, CITE focused, as it had for the four previous years, on coordination of dissemination activities and improving services.

Awareness And Training Activities

It had long been apparent that staff turnover at the Texas Education Agency and in regional education service centers and school districts made continuing awareness activities necessary. Especially useful at the Agency was expansion of an activity known inhouse as "cost centering." All search requests were categorized in 1979-80 by Agency cost centers (organizational units). The main purpose was to show the chief executive in each cost center those areas in which questions were being asked and to build their awareness of the contribution of CITE to meeting their needs in specific disciplines.

A second important awareness activity was targeting the fall 1979 issue of InCITE on principals, their needs and interests. (Principals were chosen because of the research indicating their importance in school improvement.) Approximately 5,000 copies of the newsletter were distributed to Texas principals. An upsurge in requests for information from this group indicated growing interest in the service. In previous years, principals had averaged about 7 percent of the total of those who returned the second evaluation card. Following the publication of InCITE, principals represented 17 percent of the total.

The newsletter also provided a form to be returned to CITE which asked principals to suggest future topics for resource guides. Approximately 180 principals responded.

Keeping CITE contact people current was accomplished through updates to the manual developed the previous year. In addition, copies of the visuals used in the workshop on the Concerns Based Adoption Model were sent to each CITE linker.

Coordination

The CITE coordinator still met periodically with Agency staff from the different curriculum areas. Under his direction, the Demonstration Programs for School Improvement network expanded into new areas, with validated school communication programs forming the most recent component of the network.

Resource Base

The CITE resource center was invited to become a pilot site for a field test of the new National Clearinghouse for Bilingual Education Bibliographic Database.

CITE Information Services

An all-time record of over 1,000 requests for searches was reached during the first quarter of 1979-80. A total of 2,503 searches were processed during the year--the largest number for any year of the project and a 400 percent increase over the number filled in the year prior to NIE support. A CITE Guide to Resources in Inservice Education was published and distributed to all superintendents and to targeted audiences such as school inservice

coordinators and university teacher education department heads. Involvement of the Agency staff with inservice responsibilities and of an Agency task force for inservice which included local school and teacher education representation was particularly significant.

Evaluation

Both cards used in evaluation of searches were revised for clarity and comprehensiveness. Information from these cards will continue to be helpful in improvement of services.

Especially noteworthy in indicating satisfaction with CITE services is the number of repeat users. Fifth year statistics indicate that 48 percent of those requesting CITE searches have done so before. Comments continue to show that users feel they benefit from the service. For example, "CITE provides an excellent service for Texas educators. Planning for change would be impossible without this service." "This service is excellent and is one of the most helpful things you can do to help a principal." "It is difficult to believe that a school district could do without your services." "Please keep this service available to educators!"

The Texas Education Agency has responded to these and other indications of effectiveness by deciding to maintain the CITE resource center despite termination of NIE funds.

Summary

The NIE program to build state dissemination capacity did make a difference in Texas. A comprehensive dissemination system was developed because NIE provided the seed money for bringing about coordination of programs and making available to Texas teachers and administrators a broad range of services. Now established as part of the state's educational effort, the coordinated system, including the CITE Resource Center, is continuing. This is the final proof that the capacity building program worked.

EPILOGUE: PRESENT AND FUTURE

The CITE project continues to expand its services and programs to meet drowing demand for information. The CITE Resource Center is planning a two-day training workshop on October 30-31, 1980, for contact persons in regional education service centers. One feature of the workshop will be the introduction of the first few in a new series of CITE Resource Lists and discussion of ways the lists can be most widely disseminated.

The network of state validated programs, Demonstration Programs for School Improvement, recently added 29 new sites in a variety of curriculum and administrative areas. More than 100 applications for validation and 50 applications for re-validation have been received for processing during the current year.

National Diffusion Network facilitators are busy implementing new adoptions funded by Title IV-Part C while facing increased demands for services to new clients. A first Southwest Regional Conference for Urban Area NDN Facilitators is scheduled for October 28-29, 1980, in Austin. This conference and the training conference for CITE contact persons mentioned above are both cosponsored and partially financed by the Regional Exchange of the Southwest Educational Development Laboratory.

The major event of the year will be the Promises in Education Conference to be held on March 17-18, 1981, in Austin. This biennial conference,

sponsored by the Texas Education Agency in cooperation with 20 regional education service centers, will feature awareness demonstrations of approximately 15 NDN and 15 state validated programs.

The future of dissemination activities in Texas looks bright as educators are beneficially served in increasing numbers and cooperative participation in various projects grows.